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Evaluating Assessments

1. An authentic assessment accommodates all learning abilities and styles, so that students use their active learning to understand, interpret, and apply what they have learned. Also, authentic assessment should foster critical thinking skills that allow students be able to asses difficult topics, have open-ended conclusions, and allows several ways to consider answers and multiple perspectives that are relevant to them and the world at large.

2: An authentic assessment serves the purpose of students coming to conclusions by open- ended responses that test students understanding. This can be done by writing essays, doing group projects or performing dialogues. Authentic assessment demonstrates students understanding by making the unit relevant to them, while traditional assessments are usually in a paper and pencil format that only have one correct answer. Traditional assessments vary from true false, multiple choices, and short answer based on memorization.

3. Active learning in which students construct their own understanding of the topic

<http://jfmueller.faculty.noctrl.edu/toolbox/examples/tasks_highschool_foreignlanguages.htm>..

I assessed Mi Bolso, (My bag) for level 1 Spanish high school learners.

1. 1) Active learning in which students construct their own understanding of the topic.

Students will give an oral speech using noun and adjective agreement.

1. 2) Open-ended task with multiple opportunities to arrive at a conclusion
2. This task requires students to use nouns and adjectives that are personal to them. It’s open ended because it doesn’t require specific nouns and adjectives, but is specific in the structure and the grammatical aspect of answering each question.
3. 3) Relation of the assessment to the subject content or process
4. The entire content is a direct correlation to the assessment. Noun- adjective agreement is the basis for the assessment, Intonation, grammar, presentation and visual all encompasses the assessment.
5. 4) Student communication of learning through in-depth communication, i.e., orally, in writing, or in a product or performance
6. The performance task for students is to orally demonstrate understanding by properly answering each question.
7. 5) Sharing of learning by students with an audience beyond the classroom.
8. This is not apart of the task. I would have students also grade students performance, using the same rubric.
9. 6) Scoring rubric that provides specific criteria by which the student and/or teacher can evaluate the work.
10. The rubric for Mi Bolso includes four categories” content, grammar, punctuation, (intonation, fluency),visuals and presentation.

4. One type of an ePorfolio is an internal audience. Its purpose is to reflect on learning and understanding. External audience is the other type that is used to showcase and hold students accountable for learning.   
  
5. The internal portfolio is organized chronologically and documents students learning. The external portfolio is organize thematically and serves as a showcase and documents student’s progress and achievement.   
  
 6. Both portfolios are used to enhance students learning, are organized for specific audiences that include assessment tools, engaging activities and reflections.